Texas Education Agency
Standard Application System (SAS)

ss 2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal Information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	Received Texas Education Agency 2014 May 20 PM 2:31
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Dallas Independent School District		3700 Ross Avenue		

Mailing address line 2	City	State	ZIP Code
Box 375	Dallas	TX	75204-

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
057905	043 T W Browne Middle School	10	30	075096347

Primary Contact

First name	M.I.	Last name	Title
Charles	H	Chernosky	Executive Dir., Federal and State Accountability

Telephone #	Email address	FAX #
972-925-6445	cchernosky@dallasisd.org	972-749-3589

Secondary Contact

First name	M.I.	Last name	Title
Clement		Alexander, Jr.	Principal

Telephone #	Email address	FAX #
972-502-2500	clalexander@dallasisd.org	972-502-2501

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
F Mike		Miles	Superintendent of Schools

Telephone #	Email address	FAX #
972-925-6445 (Charles Chernosky)	MILESFM@dallasisd.org	972-925-3442 (Grants)

Signature (blue ink preferred)   5/19/2014   Date signed

Only the legally responsible party may sign this application.

701-14-109-059

approved as to form
Patricia M McGowan
School attorney

Texas Education Agency
Standard Application System (SAS)

ss 2014–2017 Texas Title I Priority Schools, Cycle 3

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Mailing address line 2	City	State	ZIP Code
Box 375	Dallas	TX	75204-
County-		US Congressional	
District # Campus number and name	ESC Region #	District #	DUNS #
057905 043 T W Browne Middle School	10	30	075096347

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First name	M.I.	Last name	Title
Charles	H	Chernosky	Executive Dir., Federal and State Accountability
Telephone #	Email address		FAX #
972-925-6445	cchernosky@dallasisd.org		972-749-3589

Secondary Contact

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Authorized Official:

First name	M.I.	Last name	Title
F Mike		Miles	Superintendent of Schools
Telephone #	Email address		FAX #
972-925-3296	MILESFM@dallasisd.org		972-925-3442
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

⊠   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    1. Screen all existing staff and rehire no more than 50 percent; and
	    2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are

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equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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	Schedule #2—Required Attachments and Provisions and Assurances
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	  (A) Replace the principal who led the school prior to commencement of the transformation model;
	  (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that–
	    1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    2. Are designed and developed with teacher and principal involvement;
	  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain

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| | staff with the skills necessary to meet the needs of the students in a transformation school. |

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	    (A) Establish schedules and strategies that provide increased learning time; and
	    (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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RFA #701-14-109; SAS #185-15   Page 7 of 61
2014–2017 Texas Title I Priority Schools, Cycle 3

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 057905043		Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The goal of the T. W. Browne Middle School school-based transformational model is to formulate specific and coherent research-based strategies that quickly and dramatically improve student achievement. With the support of the TTIPS grant, it would enable the campus to attract and retain highly qualified teacher leaders and administrators with a proven track record of success and provide rich and meaningful professional development to build teacher capacity. Since the campus has struggled with staff and leadership turnover during the past decade, consistency is key to making the transformation at T.W. Browne Middle School. Effective transformational practices and strategies focus on seven critical success factors: academic performance, teacher effectiveness, leadership effectiveness, school climate, data-driven instruction, increased learning time, and parent and community involvement. For T.W. Browne to transform itself, these seven critical success factors must be viewed as a whole and not individually ensuing objectives, activities, and evaluation processes. The following critical success factors with their ensuing objective(s) will form the basis of the transformational efforts within T. W. Browne Middle School:

Improve Academic Performance by:

- Providing *Research for Better Teaching* Professional Development
- Training data coaches and data teams
- Developing leadership skills for strong school culture
- Building in-house professional development capacity to ensure skillful teaching occurs in all classrooms
- Creating an academy for overage 8th grade students (accelerated instruction) who can attain high school credit through a blended learning model
- Providing additional support and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure limited English proficient student acquire language skills to master academic content
- Establishing technology-based supports and interventions as part of the instructional program through project-based learning
- Providing 1:1 technology devices with specialized technology, blended learning and specialized professional development for all 6th grade students
- Providing Digital Classrooms in core content classes
- Reducing teacher-student ratio in ELA and Math classes by hiring 6 additional teachers
- Providing manipulative materials for Math instruction and Literacy library with leveled texts to support individual student lexile levels
- Providing financial incentive: Retention stipend for professional and paraprofessional—based on specific added-value criteria
- Increasing passing rates through a variety of strategies addressing academics, discipline, and attendance
- Supporting LEP/ELL students through the use of technology such as podcasts to strengthen content vocabulary and academic language
- Improving student achievement in Reading/ELA and Mathematics by implementing accelerated instructional strategies such as extending the learning time in each content
- Focusing on the essential elements of Response to Intervention (RtI) strategies such as research-based instruction for struggling students
- Expanding Reading and Math intervention labs
- Employing teacher assistants to allow more students to highly effective teachers
- Improving student achievement in Reading by enrolling all students in the course with a focus on novel-based learning

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Increase the Use of Quality Data to Drive Instruction by:

- Consulting with *Research for Better Teaching* to provide Professional Development
- Training data coaches and data teams to facilitate the use of data gathered from RtI strategies provided for struggling students
- Using <u>Driven by Data</u> book to engage in teacher book study
- Use All In Learning software program to disaggregate data and provide teachers with real-time student data to modify instruction
- Attending six Super Saturday sessions for Professional Development (topics include: Data Analysis, Understanding TEKS, PLC framework, etc,)
- Using data to continuously identify and implement instructional programs and strategies that are research-based and aligned with state academic standards
- Hiring a full time RtI Coordinator to support teachers in identifying struggling students
- Employing efficient and easy to use progress monitoring measures to track the progress of students receiving interventions
- Using data to identify students at risk or in need of intervention strategies
- Utilizing criteria charts and rubrics from authentic and performance based assessments
- Providing school administrators with a web based data dashboard that enables users to view, interact and analyze data
- Utilizing the PLC structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans.

Increase Leadership Effectiveness by:

- Providing job-embedded professional development with Master and Mentor Teachers who teach part time and coach during the other half of the day (content leads)
- Hiring Academic coaches to support instruction
- Consulting with *Research for Better Teaching* to facilitate Professional Development (Develop leadership skills for strong school culture)
- Providing professional development on facilitating instructional conversations
- Using principal coaches to strengthen leadership skills and to increase leadership density on the campus
- Utilizing the PLC structure for principals to encourage collaboration and professional development
- Creating an incentive plan for principals based on student performance targets, school effectiveness indices and school climate
- Granting principals the flexibility and autonomy to hire the most qualified staff and the ability to remove ineffective staff members
- Allowing the principal the resource flexibility to create a schedule that supports the needs of students and that provides daily teacher collaborative planning.

Increase Learning Time by:

- Establishing schedules and strategies that provide increased learning time
- Expanding instructional block teaching with extended core content teaching/learning block
- Providing Saturday School learning opportunities
- Extended learning after school (academic tutoring and enrichment opportunities—Art Club, STEM, Culinary Arts, etc.
- Hiring an after school coordinator to facilitate the extended learning activities
- Creating a summer school program, in conjunction with the high school and elementary school, that will implement transition activities so that students may receive early exposure to middle school course work or high school credit courses
- Ensuring that the neediest students are assigned to the most effective teachers

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$4,714,862	$	$4,714,862	$
Schedule #8	Professional and Contracted Services (6200)	6200	$80,425	$90,000	$170,425	$
Schedule #9	Supplies and Materials (6300)	6300	$822,760	$	$822,760	$
Schedule #10	Other Operating Costs (6400)	6400	$105,000	$	$105,000	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$75,000	$	$75,000	$
Total direct costs:			$5,798,047	$90,000	$5,888,047	$
Percentage% indirect costs (see note):			N/A	$104,445	$104,445	$
Grand total of budgeted costs (add all entries in each column):			**$5,798,047**	**$194,445**	***$5,992,492**	$

Administrative Cost Calculation

Enter the total grant amount requested:	$5,992,492
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$299,624

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$1,996,938	**$1,999,061**	**$1,996,493**	***$5,992,492**

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057905043		Amendment # (for amendments only):		
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher	6		$912,294	$
2 Educational aide	2		$153,612	$
3 Tutor			$	$
Program Management and Administration				
4 Project director			$	$
5 Project coordinator	1		$204,687	$
6 Teacher facilitator			$	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
15 Attendance Clerk	1		$70,149	
16 Psychologist	1		$200,133	
17 Instructional Coach	1		$163,074	
Other Employee Positions				
21 Lead Teacher	2		$304,098	$
22 Demo Teacher	2		$339,900	$
23 Hall Monitor	2		$126,918	$
24 Assistant Principal	1		$223,521	$
25 Afterschool Coordinator	1		$204,687	$
25 Urban Specialist	1		$160,521	
26 Data Coordinator	1		$204,687	$
27		Subtotal employee costs:	$3,268,281	$
Substitute, Extra-Duty Pay, Benefits Costs				
28 6112 Substitute pay			$	$
29 6116 Stipend for professional and support			$584,700	$
26 6119 Professional staff extra-duty pay			$60,000	$
27 6121 Support staff extra-duty pay			$10,000	$
28 6140 Employee benefits			$791,881	$
29 61XX Tuition remission (IHEs only)			$	$
30		Subtotal substitute, extra-duty, benefits costs	$1,446,581	$
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$4,714,862	$

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 057905043	Amendment # (for amendments only):		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Technical support training using technology for "All In Learning" for data disaggregation and analysis.	☐	$5,925	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$5,925	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service: Studying Skillful Teaching		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Research for Better Teaching-Professional Development on studying skillful teaching.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	$22,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$22,000	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)	
County-District Number or Vendor ID: 057905043	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Formative Assessments for Results		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: Professional Development on unleashing the power of collaborative inquiry formative assessment for results.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$17,500	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$17,500	$

	Specify topic/purpose/service: PBIS		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service: Positive Behavior Intervention & Support to assist the campus in ensuring all faculty, staff and students embrace and implement PBIS.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 2	$15,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$15,000	$

	Specify topic/purpose/service: Internal Services		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service: Research and Evaluation (District) to evaluate program, services, and activities of the TTIPS Grant.			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions: 1	$90,000	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$90,000	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 057905043		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$144,500	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$144,500	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$5,925	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$20,000	$
	(Sum of lines a, b, c, and d) 3-Year Grand total		$170,425	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	**Schedule #9—Supplies and Materials (6300)**
	County-District Number or Vendor ID: 057905043		Amendment number (for amendments only):
	**Expense Item Description**
	**Technology Hardware—Not Capitalized**
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Laptops	To promote blended learning with direct teaching and technological support.	400	$564	$225,600 $195,960 $120,000 $19,500 $2,340 $30,000	$
	2	Digital Classrooms	To provide current classroom technology to strengthen student learning and engagement.	40	$4899		
	3	Desktops	To provide students the opportunity to engage in using technology applications, engaging in learning labs and promoting blended learning.	100	$1200		
	4	Clickers	To promote student engagement and provide real-time data for teacher to modify instruction.	60	$325		
	5	Doc Cams	To provide visual reinforcement of documents, objects and other instructional items to strengthen student learning.	60	$39		
	6	Printers	To enable teachers to print lesson plans, grade books, and other instructional resources.	30	$1000		
6399		Technology software—Not capitalized	$9,360	$
6399		Supplies and materials associated with advisory council or committee	$	$
	Subtotal supplies and materials requiring specific approval:	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$220,000	$
	**3-Year Grand total:**	**$822,760**	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057905043		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)	$35,000	$
	Specify purpose: International Reading Association, National Conference for Teachers of Mathematics, ASCD, Solution Tree Conference-Professional Learning Communities, National Science Teachers Association		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	$
Remaining 6400—Other operating costs that do not require specific approval: College Visits, Afterschool transportation for tutoring		$70,000	$
3-Year Grand total:		**$105,000**	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	**Schedule #11—Capital Outlay (6600/15XX)**				
	County-District Number or Vendor ID: 057905043		Amendment number (for amendments only):		
	15XX is only for use by charter schools sponsored by a nonprofit organization.				
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
**66XX/15XX—Technology hardware, capitalized**				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
**66XX/15XX—Technology software, capitalized**				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
**66XX/15XX—Equipment, furniture, or vehicles**				
19	Tables—provide space and opportunity for teachers to engage students in small group instruction/intervention.	20	$3630	$72,600	$
20	Chairs—to use during small group instruction/intervention.	80	$30	$2,400	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29				$	$
			3-Year Grand total:	$75,000	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 057905043			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			953	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	489	51.6%	Attendance rate	95.4%
Hispanic	443	46.8%	Annual dropout rate (Gr 9-12)	DNA%
White	8	.8%	Annual graduation rate (Gr 9-12	DNA%
Multiple/Asian	5	.5%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	39.4%
Economically disadvantaged	890	94.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	56.9%
Limited English proficient (LEP)	201	21.8%	Students taking the ACT and/or SAT	DNA%
Disciplinary placements	2098	46%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	34	56.7%	No degree	0	0%
Hispanic	6	10%	Bachelor's degree	43	65%
White	16	26.7%	Master's degree	22	35%
Multiple/Other	4	6.7%	Doctorate	0	0%
1-5 years exp.	30	%	Avg. salary, 1-5 years exp.	46570	N/A
6-10 years exp.		%	Avg. salary, 6-10 years exp.	48793	N/A
11-20 years exp.		%	Avg. salary, 11-20 years exp.	55105	N/A
Over 20 years exp.		%	Avg. salary, over 20 years exp.	63457	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								351	318	284					953
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								351	318	284					953

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								20	22	15					57
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								20	22	15					57

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to identify the priority needs and direction for the school, the comprehensive needs assessment will focus on eight (8) areas: demographics; student achievement; school culture and climate; staff (professional and paraprofessional) quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school organization; and technology.

The process used by T. W. Browne Middle School for developing a comprehensive needs assessment is described as follows:

- **State the purpose and outcomes for each of the eight areas.** The Dallas ISD Research and Evaluation Departments prepares a campus data package for each campus. The data package addresses all eight areas above. The principal and the campus leadership team establish the purpose and outcomes within each of the eight areas.

- **Establish committees for each of the eight areas.** Campus restructuring team members will lead and facilitate a committee to review the data within each of the eight areas. The team members will facilitate conversations regarding data/analysis and their ensuing issues.

- **Determine the adequacy of the data provided by the district and the need for additional types of data.** The committees will review the data and analyze the data to develop the school profile. Overall, the third step revolves around collecting the data needed, analyzing the data, and developing a profile.

- **Determine areas of priority and summarize needs.** Each committee within the eight areas will summarize the priority areas of need. The committee will focus on the strengths and needs of the campus within each of the eight identified areas.

- **Connect the findings of the eight committees to the campus improvement plan.** All eight committees will report at the campus leadership team meeting on the strengths and needs within each of the areas. First, one will review the strengths of each area and make sure that campus plans reflect goals, objectives, and activities which will be continued to sustain the areas of strength. Second, the areas of need will be discussed along with ensuing objectives and activities designed to improve student outcomes.

In addition, the T. W. Browne campus leadership team will follow a series of questions to ask within each of the eight (8) areas. These are the district's "guiding questions" that each committee will address along with other pertinent issues that will arise. The guiding questions will serve as a framework for addressing a comprehensive needs assessment.

Overall, a general overview of the student population focused on high at risk groups can be made of each of the eight areas:

a. Student Population: an overview of who is in the school by gender and ethnicity and who is in the special program offerings.

b. Student Achievement: student achievement data is disaggregated by ethnicity, gender, socioeconomic status, special program; and the ensuing question becomes which students are making progress.

c. School Culture: an overview of how parents, community, staff, and students would describe the climate in the school. Additionally, the data reflects student behavior, attendance, and discipline as well as participation in extracurricular activities.

d. Staff Quality, Recruitment, and Retention: addresses the qualifications of staff as well as the efforts to recruit and retain staff members; additionally, this area reviews staff attendance, retention, and turnover as well as the effectiveness of staff development for staff members.

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e. Curriculum, Instruction, and Assessment: reveals how data is used to inform curriculum, instruction, and assessment decisions as well as how curriculum, instruction, and assessment is aligned within the curriculum and with student learning needs and outcomes.

f. Family and Community Involvement: provides evidence that families and community members are involved at school and the types of community partnerships that exist to support families and students

g. School Organization: reveals the degree to which parents, teachers, support staff, and students are a part of solutions to identified problems.

h. Technology: addresses what technology we have and is available and the barriers that prevent effective use of technology.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Create a safe and civil learning environment that promotes positive interactions and healthy teaching and learning.**	The TTIPS grant would enable the campus to institute a Positive Behavior Interventions & Support (PBIS) which will promote a positive and respectful school climate and prevent student misbehavior before it occurs. It will ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. In addition, identified staff (LSSP, Monitor, Urban Specialist) will support the campus in addressing the critical needs of student needs.
2.	**Increase student academic achievement by strengthening the instructional program and building teacher capacity.**	The TTIPS grant would support the campus in providing relevant professional development centered on skillful teaching and using data to analyze instruction. Additional supports from Instructional Coaches, Demonstration and Lead Teachers will facilitate job-embedded learning for teachers. Technology would enable teachers to approach learning in a blended manner by addressing various learning styles. Teachers will attend local, state and national conferences to keep abreast of changing trends in education and best instructional practices.
3.	**Develop targeted student intervention tools to support struggling students.**	The TTIPS grant would assist the school in more effectively using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. The addition of a Coordinator will greatly support teachers in identifying struggling students and assign appropriate interventions to support their academic growth. The Coordinator will also support the development and implementation of a school-wide Response to Intervention (RtI) model.
4.	**Provide wrap-around services to provide social, academic, and emotional needs of students.**	The TTIPS grant would heavily support this initiative as it is a critical component of the school's immediate need. If awarded, the campus would be staffed with a full-time LSSP or Psychologist, Community Liaison and Coordinator to decrease truancies and provide resources to students and their families.
5.	**Increase parent involvement opportunities and bridge the gap between school, home and the school community.**	The TTIPS grant would support the increasing parent and community involvement by providing a Parent Center, a hub for parents and community to come together, attend workshops and serve as a place for volunteers to convene. The community liaison will strengthen the school's presence and involvement in the community by partnering with local businesses and faith-based organizations to mentor students and serve the campus in campus beautification projects.

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Schedule #14—Management Plan	

County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI)	The District level coordinator will serve as a support and liaison to the campus in the school improvement process, and serve as a key member of the district leadership team responsible for overseeing district-level accountability and conducting performance-based monitoring interventions. This person will, have expertise in planning, implementing and managing improvement efforts at the campus and LEA level, successful leadership and management experience, Invested, has a direct line of contact with the superintendent and other critical district personnel and supports all components of the Texas Accountability and Intervention System.
2.	CLT	The campus leadership team consists of key campus leaders responsible for the development, implementation and monitoring of student performance interventions and grant activities/mandates. The team will consist of the campus principal, assistant principal, as well as representatives from: Grade level content teams, Instructional coaches, Counselor, Bilingual and Special Education.
3.	Grant Project Coordinator	Strong organizational skills, Knowledge of the goals and purpose and ensuing outcome of the transformation model, Ability to develop and manage budgets and programs, Ability to work effectively with all subject-area departments, Leadership abilities in organization, management, communication and interpersonal relations, Knowledge of basic computer skills and software, Knowledge and application of effective ESL, Special Education, and general education instructional strategies, Experience in presenting information to staff, teachers, and students, Competence in working with linguistically and culturally diverse adult and students.
4.	District Leadership Team	A broad based intervention team to monitor activities of the grant. DLT may include representatives from Division of Federal and State Accountability, School Leadership and Teaching and Learning. Representatives must act as a liaison to their respective departments within the context of the grant processes and mandates.
5.	PSP	Professional Service Providers (PSPs) are experienced educators (former principals, superintendents and district administrators) who provide technical assistance to campuses and districts with required interventions in the Texas Accountability Intervention System. The PSP provides assistance and oversight in building the capacity of campus/district leaders, teachers and staff to understand the Systems for Continuous District and School Improvement, and to identify and address gaps in the Critical Success Factors.

Schedule #14—Management Plan (cont.)	

County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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TCDSS - Texas Center for District & School Support will serve as the external provider to the district in the closure process.   Additionally, they will provide targeted technical assistance to build the school's capacity for school improvement.

ESC 10 will also be used to assist with professional development offerings to teachers and administrators.

External providers were selected on their proven track record of providing quality and research based strategies for staff and professional development as evidenced by a positive result in student achievement.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to administer, collect, and analyze assessments for each of the specified critical success factors. This evaluation specialist, and other E&A staff as needed, will be responsible for monitoring and analyzing all relevant aspects of the grant implementation. The evaluation specialist will ensure all required data collection is being gathered, both through existing data collections and through data collection process that will be implemented for the grant. Additionally, as future priorities and needs arise, the evaluation specialist will determine what addition data is needed.

The evaluation specialist will also be responsible for analysis of collected data in order to produce interpretable results. This type of analysis will include, but is not limited to, relevant statistical calculations to show effectiveness, qualitative analysis and interpretation of data, and compiling data into concise reports for relevant stakeholders. These reports will include analysis, where relevant, of historical trends of the critical success factors in the campus, current evaluation of the grant implementation, where there has and has not been improvement in the campus, and what changes may be needed for additional improvement. The evaluation specialist will be the main author of these reports, but consult with other E&A staff as needed.

In addition to these monitoring activities, the evaluation specialist will hold regular meetings with Federal and State Accountability and relevant campus staff to disseminate information from the evaluation of the grant and help interpret results. The evaluation specialist will also determine what additional information the Turnaround Office needs in order to have a complete and detailed understanding of the grant's implementation and effectiveness, as well as collecting additional data that is need to facilitate improvement. As additional concerns and needs arise, the evaluation specialist will conduct additional evaluations and reports as needed. The E&A department will ensure that the Federal and State Accountability is getting the needed data and support in order to effectively implement and improve the grant during the grant lifetime.

The campus project managers will provide additional reporting as needed or requested by Federal and State Accountability. This could include onsite observation, interview of staff by project managers, and following student academic progress. The Turnaround office will be responsible for all Federal and State reporting of grant implementation and improvement, including evaluations provided by the E&A department. Federal and State Accountability will have the responsibility of using evaluations from the E&A evaluation specialist and campus project managers to adjust the grant implementation as needed to ensure continuous improvement

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The sustainability plan will focus on three areas: systemic change, refocusing resources, and researching additional grant funds.

Systemic Change
The Association for Educational Communications and Technology (AECT) Council on Systemic Change states "effective, lasting change must be systemic; that is, it must reflect the interrelationships among education's stakeholders and subsystems. We also understand that it is often neither practical nor necessary to change the entire system at once—only to ensure that its old and new components reinforce rather than undermine one another." (http://ide.ed.psu.edu/change/systemic-change-how.htm). The campus reform and intervention strategies implemented by the grant will be designed to result in systemic changes to address the instructional and managerial needs of the school.

Refocusing Resources
The principal will meet with campus stakeholders and central staff to discuss a strategy to refocus general operating and entitlement resources to support sustaining successful components of the school improvement intervention project.

Researching Grant Funds
The campus and division will work with the district's Special Revenue Funds Department to identify federal, state, and foundation funding to support the project.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Analysis of assessment data and student progress data toward increased academic performance	1.	Increase percentage of students meeting STAAR ELA standards by 3% in year 1, up to 7% in year 3.
		2.	Increase percentage of students meeting STAAR Math standards by 5% in year 1, up to 10% in year 3.
		3.	Percentage of eligible students graduating will increase by 10% by year 3, with demonstrated progress by year 1.
2.	Analysis of resource utilization to explore increased use of quality data to drive instruction	1.	Results of a teacher survey on data usage will show 50% of teachers reporting high rating of incorporating data use into their work in year 1. This rating will increase to 80% by year 3.
		2.	Teachers will log in to Dallas ISD's MyData Portal to access student academic and demographic information to drive instruction at least once per 6 weeks in year 1. This will increase to once per week in year 3.
3.	Analysis of campus leadership effectiveness and teacher quality	1.	The campus will improve its percentile rank among district middle schools in the School Effectiveness Indices, by 10 percentage points by year 3, with demonstrated progress by year 1.
		2.	Results of teacher survey will show 70% of teachers reporting satisfactory rating of school leadership by year 1, with 90% satisfactory rating by year 3.
		3.	Teachers will demonstrate annual progress in improving their percentile ranks among district high schools in the Teacher Effectiveness Indices.
4.	Qualitative analysis of increased learning time strategy implementation	1.	Interviews with campus staff will demonstrate cohesive strategy and vision for increasing learning time effectively, without detracting from improvements to campus culture.
		2.	Summer School program will be in place by year 1, increasing learning time by 12 days, continuing annually.
5.	Analysis of school climate	1.	The average percentage of student days absent per year will decrease by 3 percentage points in year 1, improving to a 5 percentage point decrease by year 3.
		2.	Results of parent survey will show 60% of parents reporting satisfactory rating of improvements to campus culture by year 1, with 75% satisfactory rating by year 3.
		3.	Total campus disciplinary referrals will decrease by 10% by year 3, with demonstrated progress by year 1.

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD Evaluation and Assessment will assign an evaluation specialist to oversee collection and analysis of data relevant to the model's critical success factors. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including process and outcome data. E&A evaluation staff will consult with the Federal and State Accountability, the DCSI, and relevant program management to interpret results as needed to ensure continuous program improvement.

Data collection methods will be composed of the following elements:
The specialist will use district databases to collect demographic and academic data from students at the specified campus. Academic data will include STAAR and STAAR EOC performance, college-readiness indices, indicators of the student's progress toward graduation, and other relevant measures. Due to previous uses by other departments, this academic information is automatically compiled and uploaded into the district's network, which the evaluation specialist will have access to.

The Evaluation and Assessment department develops and distributes the Classroom and School Effectiveness indices on an annual basis. The campus rates and percentiles will be uploaded into a dataset that the evaluation specialist will have access to. Dallas ISD Evaluation and Assessment will assign an evaluation specialist to oversee collection and analysis of data relevant to the model's critical success factors. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including process and outcome data. E&A evaluation staff will consult with the Federal and State Accountability, the DCSI, and relevant program management to interpret results as needed to ensure continuous program improvement.

Data collection methods will be composed of the following elements:
- The specialist will use district databases to collect demographic and academic data from students at the specified campus. Academic data will include STAAR and STAAR EOC performance, college-readiness indices, indicators of the student's progress toward graduation, and other relevant measures. Due to previous uses by other departments, this academic information is automatically compiled and uploaded into the district's network, which the evaluation specialist will have access to.
- The Evaluation and Assessment department develops and distributes the Classroom and School Effectiveness indices on an annual basis. The campus rates and percentiles will be uploaded into a dataset that the evaluation specialist will have access to.
- A report on MyData Portal will be submitted to the evaluation specialist by the technology department monitoring those systems.

Data will be disaggregated in the following manner:
- The evaluation specialist will create reports concerning each critical success factor when the relevant data for each measure is collected. Depending on the particular items, the specialist will create these reports on a semester and annual basis.
- Federal and State Accountability and the Campus Project manager, as well as any other relevant stakeholders will have access to upload reports to a district network location that will be accessible.
- As needed, the evaluation specialists will be available to make necessary presentations to relevant stakeholders.

This data collection and disaggregation process will be continual throughout the implementation of the grant, with regular meetings with Federal and State Accountability and other stakeholders to make sure and other stakeholders have the most current, accurate data and how that data can be used for improvement. In addition, the evaluation specialist will make sure that E&A is collecting the needed data and, if needed, introduce additional data collection procedures that Federal and State Accountability and other stakeholders request.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057905043	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 057905043			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Improve student achievement in Math by implementing accelerated instructional strategies such as double blocked class schedules and math pull out programs to provide specialized instruction aligned to students' needs	08/04	07/17
			B. Focus on the essential elements of RtI strategies such as research based instruction for struggling students, universal screening, progress monitoring, fidelity, and evaluation	08/04	07/17
			C. Expand Reading and Math intervention Labs for students receiving special education services	10/04	07/17
			D. Employ teacher assistants to allow more students to highly effective teachers	08/04	07/17
			E. Integrate technology in such a way that it aligns with the curriculum and teacher goals and offers students opportunities to use the tools in their learning	09/04	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Create and develop an academy for overage 8th graders (accelerated instruction) who can attain high school credit through a blended learning model.	08/04	07/17
			B. Improve student achievement in Reading/ELA by implementing accelerated instructional strategies such as screening for reading achievement levels, providing job embedded professional development on content area literacy strategies, tiered interventions built into the curriculum documents, flexible	08/04	07/17

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			groupings, tutorials aligned with students' needs and tools for self-management of learning		
			C. Reduce teacher-student ratio in ELA and Math classes by hiring 6 additional teachers	08/04	07/17
			D. Support ELL students through the use of technology such as podcasts to strengthen content vocabulary and academic language	08/04	07/17
			E. Administer six week interim assessments and semester District assessments to assess student mastery	09/04	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Train data coaches and data teams to facilitate the use of data gathered from RtI strategies provided for struggling students	010/04	07/17
			B. Use data to identify students at risk or in need of intervention strategies and to identify and implement instructional programs and strategies that are research based and aligned with state academic standards	08/04	07/17
			C. Employ a full time RtI Coordinator to support teachers in identifying students and to ensure compliance with district, state and federal mandates	08/04	07/17
			D. Utilize criteria charts and rubrics from authentic and performance-based assessments	08/04	07/17
			E. Provide school administrators with a web-based data dashboard that enables users to view, interact, and analyze data from multiple systems in the same interface including teacher and student attendance, discipline records, assessment data, budget status, and facility work order requests	08/04	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of	A. Provide professional development/Book studies for Data analysis, Understanding TEKS, PLC framework, Kilgo training	08/04	07/17
			B. Utilize the Professional Learning Community structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans	09/04	07/17

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		individual students.	C. Provide students with opportunities to self-assess and manage their learning and progress toward academic goals	08/04	07/17
			D. Use *All In Learning* program to provide real-time data for teachers and students.	09/04	07/17

**Schedule #16—Responses to Statutory Requirements**
	County-district number or vendor ID: 057905043		Amendment # (for amendments only):
**Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)**– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	*Anticipated date for principal replacement is May 30, 2014.*	06/04	07/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement

Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms. | A. Use principal coach to strengthen leadership skills and to increase leadership density on the campus | 08/04 | 07/17 |
			B. Provide professional development of facilitating instructional conversations	08/04	07/17
			C. Utilize the PLC structure for principals to encourage collaboration and professional development	08/04	07/17
			D. Hire Academic coaches in all core content areas who will lead job embedded professional development and demonstrate excellence in the classroom	08/04	07/17
			E. Use Master Teachers to provide vertical and horizontal support for classroom teachers; model, coach and provide non-evaluative feedback	08/04	07/17
			F. Use Mentor Teachers to provide horizontal support to teachers and strengthen grade level identity and build leadership density	08/04	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Create a recruitment incentive to attract a qualified principal and offer retention incentive, if certain criteria are met	08/04	07/17
			B. Effectively recruit a successful turnaround principal and administrative team to lead the school	05/04	07/17
			C. Train, remediate, and remove teachers who are not effectively increasing student achievement	08/04	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Grant principal the flexibility and autonomy to hire the most qualified staff and the ability to remove ineffective staff members without constraints from district policy and procedures	08/04	07/17
			B. Allow the principal the resource flexibility to create a schedule that supports the needs of students and that provides daily teacher collaborative planning	08/04	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Extend learning after school with academic tutoring and enrichment program	08/04	07/17
			B Hire an after school coordinator to facilitate the extended learning activities	08/04	07/17
			C. Implement transition activities such as high school and middle school Early Start Programs so that students may receive early exposure to middle school course work or high school credit courses.	08/04	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Schedule students into smaller learning communities within the larger school context	08/04	07/17
			B. Expand instructional block teaching with extended core content teaching/learning blocks	08/04	07/17
			C. Provide resources for Saturday School tutoring and remediation	08/04	07/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Extend learning after school with enrichment opportunities such as Art Club, STEM, Culinary Arts, Chess Club, etc	09/04	07/17
			B. Collaborate with community organizations to provide opportunities for students to engage in service projects.	010/04	07/17
			C. Provide students with opportunities to engage in instructional and college/career field trip experiences.	09/04	07/17

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		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Allocate resources for daily teacher collaborative planning time	08/04	07/17
			B. Ensure the neediest students are assigned to the most effective teachers	08/04	07/17
			C. Utilize PLC structure to support teacher horizontal and vertical planning.	08/04	07/17

Schedule #16—Responses to Statutory Requirements

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Provide parent workshops/training on student support	09/04	07/17
			B. Employ a parent liaison to provide parents with effective resources and tools to support student learning	08/04	07/17
			C. Provide transitional activities for middle and high school parents	12/04	07/17
			D. Provide wrap around services that include LSSP or on site psychologist to address the deep social/emotional student needs	08/04	07/17
			E. Increase communication to parents through the use of school messenger calling system, calendars, newsletters	08/04	07/17
			F. Employ a Coordinator to provide support for students and parents focused on truancy/dropout prevention and intervention.	08/04	07/17
		2. Provide ongoing mechanisms for community engagement	A. Use the community liaison to strengthen the school's presence and involvement in the community	08/04	07/17
			B. Invite faith based organizations to serve as mentors and volunteers	08/04	07/17

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				09/04	07/17
			C. Improve and increase parent and community involvement by partnering with organizations such as Thriving Minds to train adults and youth how to use an asset-building approach to service learning projects and leverage community pathways and resources		
			D. Engage families in parent and community feeder pattern event to provide college/career information and resources for parents	12/04	07/17
			E. Provide resources to parents in Spanish that provide information regarding parenting tips, applying to college, and issues related to educating the whole child.	09/04	07/17

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CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Implement a system of positive behavioral supports (PBIS or Safe and Civil Schools) to reduce the number of discipline referrals and tardy rates and improve the perception of increased safety and civility	08/04	07/17
			B. Provide resources for a School Beautification Project	09/04	07/17
			C. Employ a Social Worker or Psychologist to better provide for the student's needs	08/04	07/17
			D. Employ an additional Hall Monitor to provide support during transitions, promote civil interactions, and develop successful relationships with students	08/04	07/17
			E. Hire a Campus Urban Specialist to provide teachers with strategies on how to thrive in the urban classroom, mentor high-risk students by guiding them toward positive paths and encourage their personal, academic, and career success.	08/04	07/17

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 057905043			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Design and develop a teacher evaluation system that differentiates effective from ineffective teachers and includes student achievement growth as a major factor in teacher evaluation along with a professional compensation system based on multiple measures of teacher effectiveness	08/04	07/17
			B. Develop an instructionally focused accountability system	08/04	07/17
			C. Provide recruitment incentive to attract high performing teachers.	08/04	07/17
			D. Provide retention incentive for teachers who meet specific criteria that increases after each year of service	08/04	07/17
			E. Use Demonstration Teachers, Lead Teachers and Instructional Coaches to assist in the development and monitoring of individual teacher goals and student achievement targets.	08/04	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Provide incentives and rewards that align with student progress by class, content, and grade level	08/04	07/17
			B. Utilize the PLC structure to encourage collaboration and sharing around teaching and learning	08/04	07/17
			C. Employ additional teacher assistants to support instruction and to allow for teacher-to-teacher demonstration lessons and classroom observations.	08/04	07/17
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.*, regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school	A. Provide vertical professional development with feeder school teachers	10/04	07/17
			B. Create a team of teacher leaders/coaches/Master teachers who have scheduled time to offer individualized, in-class guidance to teachers, provide rigorous evaluations, conduct weekly job-embedded professional development, and work on school improvement planning	08/04	07/17
			C. Utilize videos of classroom instruction to reflect on classroom interactions and to strengthen teaching and learning	09/04	07/17
			D. Allocate resources for administrators, lead teachers, and instructional coaches to provide structure, support, and professional development that will provide and create optimal conditions for the school transformation	08/04	07/17

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		reform strategies.	E. Provide opportunities for teachers, counselors, and administrators to attend regional and national conferences to shore up best practices	08/04	07/17
			F. Consult with *Research for Better Teaching* to provide skillful teaching support.	09/04	07/17

Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 057905043			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	**Turnaround Principle**	**Federal Transformation Requirement**	**Strategy / Intervention**	**Begin Date MM / YY**	**End Date MM / YY**
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Recruit successful teachers to Browne by offering financial incentives over the course of the grant and retention strategies to retain them for subsequent years	08/04	07/17
			B. Master and Mentor Teachers will have an altered schedule which allows them an additional class period to coach, provide demonstration lessons, and build teacher capacity	08/04	07/17

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Schedule #16—Responses to Statutory Requirements (cont.)
County-district number or vendor ID: 057905043 ⎪ Amendment # (for amendments only):
Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Click and type here to enter response.

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057905043	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and	☐	☐	☐

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| | participation for any groups | | | |

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	5
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: XXXXXX	Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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